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## ABSTRACT

Studies have shown that a commitment to any change, including curricular program, student policy, or educational innovation, is best obtained by involving those who are most affected by the change. Staff development and inservice education programs are longer-lasting and more positively received when the instructional staff are part of the planning, presentation, implementation, and evaluation. In a 10-year series of simulation exercises conducted to demonstrate the effects of leadership styles, a consistent preference was found for shared decisions on tasks. In addition, greater satisfaction with outcomes and with personal participation was reported from democratically-organized work groups. Acceptable performance and satisfaction was also obtained under laissez-faire leadership where the task was simply explained and then turned over to the participants. Under autocratic leaders, the task was often well done, but pride, satisfaction, and commitment were always lower than in the other two groups. The suggestion is made that a school could develop a cadre of autocratic leaders to handle crisis situations; democratic leaders to assume complex planning and cooperative ventures; and laissez-faire leaders for higher level, professional tasks. These leaders could be drawn from the professional cadre of regular teachers who have been trained in leadership development programs. (JD)

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LEADERSHIP DEVELOPMENT FOR TEACHERS:  
MODELS AND CHOICES

by

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## Introduction

Estimates of the teacher shortage during the next ten years are many and varied, ranging from 85,000 in California by 1990,<sup>1</sup> to over a million nationally,<sup>2</sup> with about 200,000 in math and science alone.<sup>3</sup> These same projections indicate that recruitment of new teachers can be expected to meet about 65% of the demand from fully qualified candidates. The other 35% will be made up on teachers holding emergency certificates and from teachers assigned to fields outside their area of certification.<sup>4</sup> Teachers in the reserve pool (certified, but not teaching) could make up the difference but cannot be relied upon to leave their non-teaching jobs and return to the classroom under present conditions for recognition, remuneration, and reward. Even if they were to return to fill the gap, the demands of the contemporary urban school would exceed their experiential preparation.

A 1985 survey of school administrators tells the same story. Nearly 70% of current school superintendents will be retiring during the next ten years and over half the existing school principals will have reached retirement age.<sup>5</sup> When these facts are coupled with the traditional concept that school administrators and supervisors are recruited from the ranks of experienced classroom teachers, we can only conclude that it is not likely that we will find candidates for administrative or supervisory positions in sufficient numbers, either.

How, then, can we keep the momentum for educational reform? When the most qualified, most experienced people are leaving the field, where will the new educational leaders come from? How can we prepare to meet the requirements for expert leadership in a complex, changing system?

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The Carnegie Report, the Homes Group, the "Time for Results" report of Governors all have recommendations, few of which mandate more legislative action. More of the recommendations center on changing the working conditions within the profession than on any other factor save salary. Given the American public's propensity for largesse from the taxpayers' coffers, we should, I think, concentrate on those recommendations for professional development which rely on intrinsic<sup>a</sup> instead of extrinsic motivators.

In that light, we recognize that it is not necessary for a teacher to move from the classroom to a titled administrative position for career satisfaction. Nor is it necessary that teachers assume such posts in order to be responsible for educational leadership at their school or in their district. I am certain, without consulting any statistics on the matter, that as many teachers enroll in in-service education programs as enroll in administrative certificate programs. In-service education activities develop leadership potential, too.

In fact, it may be more cost effective for schools to have groups of teachers trained to serve as instructional leaders than to increase the supervisory burden of a diminishing administrative staff.

Why? Because several studies have shown that a commitment to any change, including curricular program, student policy, or educational innovation is best obtained by involving those who are most affected by the change. Staff development and in-service education programs are longer-lasting and more positively received when the instructional staff are part of the planning, presentation, implementation, and evaluation. Administrative support and the external resources administration can provide such as consultants or advisors are appreciated (sometimes simply because they lend an air of legitimacy to the enterprise) but durability and effectiveness of educational reforms depend upon practitioner acceptance. And practitioner

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acceptance cannot be mandated, even in a law-abiding nation such as the United States.

My own research on leadership models provides further testimony to the principle that "commitment is proportional to involvement". In a ten-year series of simulation exercises conducted to demonstrate the effects of leadership styles, a consistent preference was found for shared decisions on tasks. In addition, greater satisfaction with outcomes and with personal participation was reported from democratically-organized work groups. Acceptable performance and satisfaction were also obtained under laissez-faire leadership where the task was simply explained and then turned over to the participants. Under autocratic leaders, the task was often well done, but pride, satisfaction, and commitment were always lower than in the other two groups.

The research procedures and findings are outlined below.

#### Research Results

From May, 1983, to September, 1986, eleven different groups of graduate students enrolled in a Master's degree class on Educational Leadership were observed as participants in a simulation exercise to study the effects of three different leadership styles upon work group performance and satisfaction. Within each of the eleven groups, participants were randomly assigned as a member of either Group I, Group II, or Group III. Subjects were then asked to draw lots to determine the leader of the small group and to select an observer of the simulation. The leader and the observer were then taken aside to receive directions related to their role in the simulation exercise.

The leader of each group was given a standard box of Tinker Toys and told that his or her group would be given 15 minutes to construct some object from the Tinker Toys. The result would be judged by all three small groups

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on the three standards of height, strength, and beauty. There were no rules on what they had to build or the number of Tinker Toy pieces they were to use.

The leader of Group I was instructed to behave as a dictator, to give that group absolute and final directions, to take no suggestions from the group, and to build something using only the leader's ideas. The leader of Group II was assigned the role of democratic leader and was instructed to reach consensus with the members before taking any group action. Finally, the leader of Group III was instructed to behave in a laissez-faire manner, allowing the group to follow its own direction in meeting the performance standards and time limits.

Observers in each group were to record the interactions among the group members, to note commentary between the leader and other individuals, and at the conclusion of the 15-minute exercise to record the members evaluation of the process. The group leader was excused and then the observer asked each remaining member to rate their satisfaction with the leader, their own participation, and the product on a scale of 1 (low) to 5 (high).

None of the groups constructed their project in the presence of any class members but their own group, therefore there were no clues as to what kind of object other groups had built or how well a group might have done in meeting the standards of height, strength, and beauty until all the groups projects were brought out for display before the entire class. At that time each participant had one vote in each category. The projects were inspected by the entire body simultaneously and votes cast for height, strength, and beauty. The satisfaction ratings were averaged for each group so that the final score reflected both the performance standard and the satisfaction ratings. The results for each of the eleven groups are shown in Table I.

(INSERT TABLE I HERE)

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Among the eleven different repetitions of the simulation some variation is noted on performance standards according to leadership styles employed. By vote of the entire group, the tallest structure was built by the autocratic leader three times (27%), by the democratic leader six times (54%), and by the laissez-faire leader two times (18%). The structure judged to be strongest was produced twice by the autocratic leader (18%), three times by the democratic leader (27%), and four times by the laissez-faire leader (36%). The other two trials were ties between the autocratic and the democratic and the autocratic and the laissez-faire. On the standard of product beauty, the vote went to the autocratic leader twice (18%), the democratic leader seven times (63%), and to the laissez-faire leader twice (18%). Since each group was of equal size and all Tinker Toy products were displayed at one showing for a single round of voting, there should have been an equal distribution of votes if the leadership styles were equivalent in effect. The difference, in objective terms, was due to the capability of the three leadership styles to stimulate greater or lesser performances from the work groups. In subjective terms, the differences noted in the three standards of performance were due to the subjects' dissatisfaction with the process of leadership in sufficient degree to create a refusal to acknowledge, by vote, a superior performance. In other words, people voted for what they liked and against what they did not like regardless of what an objective measure of performance may have indicated.

The results of the voting within the three smaller groups on satisfaction scales are more consistent. Those who had an autocratic leader never rated their leader's behavior as most satisfactory. The democratic leader was judged most satisfactory nine of the eleven times (81%) with laissez-faire leadership rated as most satisfactory twice (18%).

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When participants were asked to rate their satisfaction with their own personal participation in the activity, those with autocratic leaders (Group I) never came out highest on this measure. The groups with a democratic leader (Group II) rated their own participation as most satisfying seven times (63%), and those under a laissez-faire type came out as most satisfied four times (36%).

Finally, the three groups ratings of satisfaction with the Tinker Toy product they had built showed highest ratings to be associated with autocratic leadership on one trial (9%), with democratic leadership on four trials (36%), and with laissez-faire leadership in five trials (45%). The other trial was a tie between autocratic and democratic leadership.

An overall summary of the eleven trials is presented in Table II.

(INSERT TABLE II HERE)

#### Discussion

The data in Tables I and II may be supplemented with some observations on the group processes noted during the conduct of the simulations.

Under the autocratic leader, the outcome on performance standards seems to be entirely dependent upon the leader's personal skills and knowledge. This person must possess all the expertise required to complete the task since there is no input from the work force.

The group members will accept this dictatorial style for only a short time. When the leader strives to impress upon the group the need to meet a deadline or to "win" in the height, strength, and beauty competitions, the period of acceptance for the autocratic style is extended. If the first challenge to the leader's authority is not met strongly and effectively, however, alliance form swiftly to depose the designated leader.

With successful autocratic leaders, the work gets done on time. Group members tend to withdraw from the activity, though, and have to be directed

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to continue. They do so sullenly. As an aftereffect, there is no desire to claim ownership of the product, no pleasure from the involvement in the activity, and, as mentioned above, a de-valuing of the actual merits of the product.

This is a difficult role to sustain during the simulation. It also carries over from the task to other class activities vigorous efforts by the researcher to "de-brief" the participants and to remind everyone that it is only a game. Participants tend to continue to associate the autocratic leader role with the actual person.

With a democratic style of leadership we obtained regularly the highest scoring groups on both the performance standards and the measures of satisfaction. This may be a cultural artifact and warrants additional research with other groups (although many of the eleven groups were multi-ethnic, they were all American born).

There is a genuine pride in self and in accomplishment from these democratic groups. They are, however, slow starters. They have to talk things over a lot. Often, half the allotted time is spent in discussion, planning, assignment of responsibilities, and other preliminary work but once the group takes up the activity the production curve is exponential. This is not a process for the impatient participant.

In laissez-faire groups, the leadership arises from within, usually from someone who has an idea related to solving the problem structurally or artistically. This person begins working alone then is joined by another group member who simply dislikes being idle. In a large group, some members do not take part at all.

The performance in the laissez-fair group is again dependent upon the skills and knowledge of one person. The sharing of ideas is voluntary and informal until a coalition has been formed. At the end, the satisfaction ratings are good, comparing favorably with the democratically led group.

### Conclusions and Implications

Much of the literature on effective schools reports a need for a strong, effective leadership. Lest we confuse strong with effective and presume that a forceful person is also an effective leader, we invite attention to the findings reported here, that is, there are several ways for a leader to achieve a degree of effectiveness but they are not equally suited for all tasks. We conclude:

1. An autocratic leader appears to be necessary and effective when the group is facing a deadline and/or the project is a short term activity.

2. Democratic leaders build commitment to the long term and also obtain the best performance overall. This style would be effective in making major changes within an existing system.

3. Laissez-faire leaders enhance or develop the expertise that resides within a group and they also produce moderate to high levels of satisfaction. This style is best for volunteer groups of professionals---experts in a field of developing technology or for exploratory studies.

The implications here for education need to be taken in conjunction with what we know about the upcoming teacher and administrator shortages and in view of what we know about effective in-service education programs.

First of all, it would be wise to have a "talent pool" to draw from so that an appropriate style of leadership can be available for the variety of demands that will be placed upon schools in the next few years. Fiedler has long contended that no one style of leadership behavior is best, that different styles of leadership can be equally effective in different situations.<sup>6</sup> The research described here bears this out: all three groups performed adequately in some sense, but satisfaction was highest under the non-authoritarian leaders.

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For illustration, one process would be for each school to develop a cadre of strong, impersonal leaders to handle crisis situation, democratic leaders to assume complex planning and cooperative ventures, and laissez-faire leaders for higher level, professional tasks. Since it would be very impractical for a school to change principals on such a basis and impossible for a district to have three such principals lying about during an anticipated shortage of school administrators, it is certainly worthwhile to suggest that leadership development programs be extended to the professional cadre of regular teachers to prepare them to move into positions of responsibility at such times. The relatively flat organizational chart of most schools could be temporarily adjusted to accommodate the needs of the organization by opening up leadership posts for a "ready reserve" of classroom teachers.

By extending a variety of opportunities for leadership development to the existing staff, the school's programs could be managed by people selected and trained for maximum benefit to the school. Overall effectiveness could be expected to rise due to a more carefully focused expertise and as the involvement of more staff members progressed, a higher level of commitment to the school's goals and objectives should also occur. We might be able to operate with a reduced number of managers while maintaining the effects of supervision (see Figure 1).

Selznick mentioned in 1957 that wise leadership instills a sense of mission and commitment among the members of an organization and then through selection and training establishes competing elite groups to expend the resources. We suggest here that it appears to be timely to now follow this advice, in particular as it becomes imperative to make the schools more effective with limited human resources. Our recommendation for leadership development for teachers with a choice of models for different types of programs seems both appropriate and realistic.

#### References

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TABLE I

RESULTS OF LEADERSHIP STYLES SIMULATION BY PERFORMANCE STANDARDS AND BY SATISFACTION RATINGS.

| <u>Group</u>                               | <u>Performance Standards</u> |                 |               | <u>Satisfaction Ratings</u> |                      |                | <u>Total</u> |
|--------------------------------------------|------------------------------|-----------------|---------------|-----------------------------|----------------------|----------------|--------------|
|                                            | <u>Height</u>                | <u>Strength</u> | <u>Beauty</u> | <u>Leader</u>               | <u>Participation</u> | <u>Product</u> |              |
| <u>Fair Oaks(N=12)</u><br><u>10 May 83</u> |                              |                 |               |                             |                      |                |              |
| I (Autocratic)                             | 0                            | 0               | 9             | 3.3                         | 4.0                  | 4.1            | 20.4         |
| II (Democratic)                            | 12                           | 1               | 3             | 4.0                         | 4.2                  | 4.2            | 28.4         |
| III (Laissez-Faire)                        | 0                            | 11              | 0             | 1.2                         | 3.1                  | 2.2            | 17.5         |
| <u>Campbell(N=12)</u><br><u>22 June 83</u> |                              |                 |               |                             |                      |                |              |
| I                                          | 0                            | 7               | 4             | 3.3                         | 2.0                  | 3.7            | 20.0         |
| II                                         | 12                           | 3               | 8             | 3.6                         | 4.0                  | 4.7            | 35.3         |
| III                                        | 0                            | 2               | 1             | 2.7                         | 4.0                  | 5.0            | 13.7         |
| <u>San Jose (N=26)</u><br><u>16 Feb 84</u> |                              |                 |               |                             |                      |                |              |
| I                                          | 26                           | 1               | 6             | 1.0                         | 3.0                  | 4.3            | 41.3         |
| II                                         | 0                            | 10              | 14            | 3.3                         | 4.0                  | 5.0            | 36.3         |
| III                                        | 0                            | 15              | 6             | 2.0                         | 3.0                  | 3.0            | 29.0         |

Table 1 (cont'd), p. 2

San Jose (N=20)  
6 Mar 84

|     |    |    |    |     |     |     |      |
|-----|----|----|----|-----|-----|-----|------|
| I   | 0  | 13 | 5  | 1.0 | 3.6 | 4.4 | 27.0 |
| II  | 17 | 2  | 10 | 3.2 | 4.2 | 4.8 | 41.2 |
| III | 3  | 5  | 5  | 2.8 | 4.0 | 5.0 | 24.8 |

Clovis (N=12)  
4 Dec 84

|     |    |   |   |     |     |     |      |
|-----|----|---|---|-----|-----|-----|------|
| I   | 0  | 3 | 6 | 3.3 | 4.1 | 5.0 | 21.4 |
| II  | 12 | 3 | 3 | 5.0 | 5.0 | 5.0 | 33.0 |
| III | 0  | 6 | 3 | 4.0 | 4.5 | 4.0 | 21.5 |

Turlock (N=18)  
10Jan85

|     |    |    |    |     |     |     |      |
|-----|----|----|----|-----|-----|-----|------|
| I   | 1  | 2  | 1  | 2.2 | 2.8 | 3.6 | 12.6 |
| II  | 17 | 11 | 12 | 4.6 | 4.4 | 5.0 | 54.0 |
| III | 0  | 5  | 5  | 3.0 | 3.0 | 2.6 | 18.6 |

San Jose (N=15)  
8 May 85

|     |    |   |   |     |     |     |      |
|-----|----|---|---|-----|-----|-----|------|
| I   | 1  | 6 | 4 | 4.0 | 3.8 | 4.8 | 28.0 |
| II  | 4  | 3 | 5 | 3.5 | 4.0 | 3.0 | 22.5 |
| III | 10 | 6 | 6 | 4.8 | 4.5 | 5.0 | 36.5 |

Table 1 (cont'd). p. 3

Ukiah (N=9)  
16 Apr 85

|     |   |   |   |     |     |     |      |
|-----|---|---|---|-----|-----|-----|------|
| I   | 8 | 2 | 2 | 3.0 | 3.0 | 4.3 | 22.3 |
| II  | 1 | 4 | 5 | 3.5 | 3.5 | 4.5 | 21.5 |
| III | 0 | 3 | 2 | 4.0 | 4.0 | 5.0 | 18.0 |

San Jose (N=11)  
14 Apr 86)

|     |    |   |   |     |     |     |      |
|-----|----|---|---|-----|-----|-----|------|
| I   | 0  | 2 | 1 | 2.0 | 1.7 | 2.3 | 9.0  |
| II  | 11 | 4 | 6 | 3.0 | 4.0 | 4.0 | 32.0 |
| III | 0  | 5 | 4 | 1.7 | 2.7 | 2.0 | 15.4 |

San Jose (N=21)  
28 May 86

|     |    |    |   |     |     |     |      |
|-----|----|----|---|-----|-----|-----|------|
| I   | 21 | 7  | 7 | 1.6 | 4.0 | 2.7 | 43.3 |
| II  | 0  | 14 | 8 | 4.5 | 4.5 | 3.2 | 34.2 |
| III | 0  | 0  | 5 | 2.0 | 4.0 | 2.5 | 13.5 |

San Jose (N=10)  
22 Sep 86

|     |    |   |   |     |     |     |      |
|-----|----|---|---|-----|-----|-----|------|
| I   | 0  | 0 | 2 | 1.5 | 1.5 | 1.0 | 6.0  |
| II  | 0  | 5 | 2 | 4.0 | 2.5 | 3.5 | 17.0 |
| III | 10 | 5 | 6 | 1.3 | 4.3 | 4.6 | 31.2 |

TABLE II  
SUMMARY of GROUP RESULTS on LEADERSHIP STYLES  
SIMULATION EXERCISE  
by Performance Standards and by Satisfaction Ratings  
(n - 11)

PERFORMANCE STANDARDS

|                    | <u>HEIGHT</u> | <u>STRENGTH</u> | <u>BEAUTY</u> |
|--------------------|---------------|-----------------|---------------|
| I. AUTOCRATIC      | 57            | 43 *            | 47            |
| II. DEMOCRATIC     | 86            | 60              | 76            |
| III. LAISSEZ-FAIRE | 23 *          | 63              | 43            |

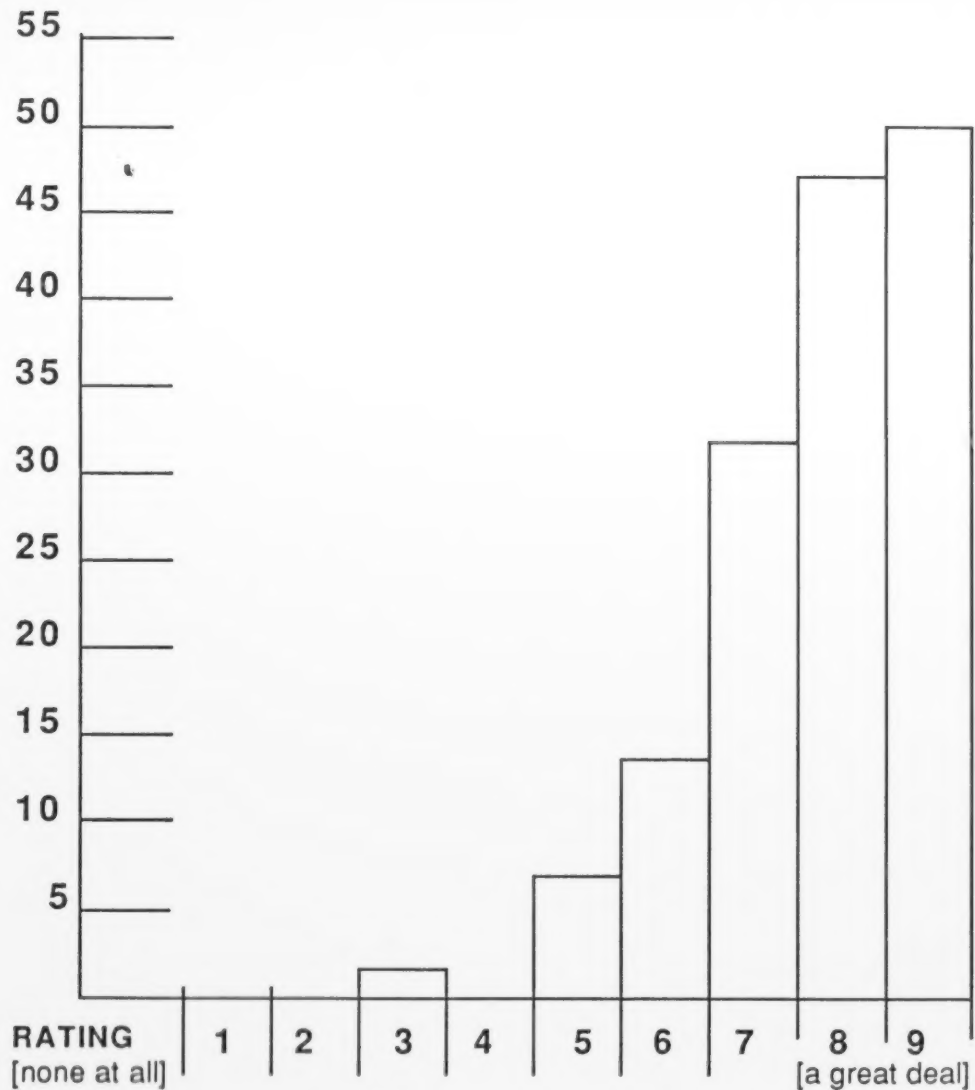
SATISFACTION RATINGS

|                    | <u>LEADER</u> | <u>PARTICIPATION</u> | <u>PRODUCT</u> |
|--------------------|---------------|----------------------|----------------|
| I. AUTOCRATIC      | 2.39*         | 3.04*                | 3.65*          |
| II. DEMOCRATIC     | 3.84          | 4.03                 | 4.26           |
| III. LAISSEZ-FAIRE | 2.67          | 3.73                 | 3.72           |

= HIGHEST SCORES BY CATEGORY

\* = LOWEST SCORES BY CATEGORY

NUMBER OF  
NONMANAGERS



**DISTRIBUTION OF RESPONSES TO THE  
QUESTION:**

"How much of your present work assignment  
could you complete without supervision?"

(n = 154; Mean = 7.7)